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# Toward the integration of visual languages for systemic design

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# Toward the Integration of Visual Languages for Systemic Design

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*OCADU*

## *... our thesis*

Systemic thinking is better **expressed in design languages** than system formalisms.

Understanding of complex systems is enhanced for a wider variety of stakeholders.

**Visual design languages** offer significant potential for **social & service systems** design.

**Generative bias** as opposed to descriptive science



# *why a design language for systems?...*

## ***design* is changing ...**

Design thinking is extending beyond **design outcomes**, but is falling short of **systems methods & toolkits**.

Design approaches differ from systems in many respects:

- Successive approximations toward emerging goals
- Continuous interpretation by multiple perspectives
- Action-oriented, making artifacts & prototypes
- Visual representations, from sketching to blueprints

*However we still lack good **theory & practices of systemic design**.*

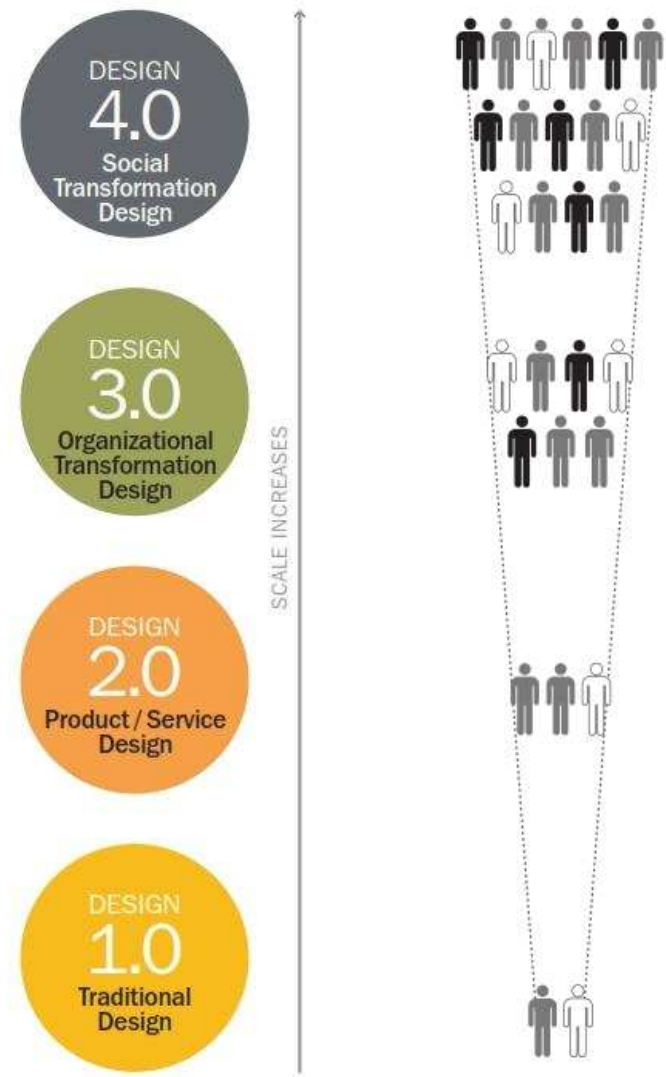
# ...an opportunity for **COMPLEXITY NAVIGATION**

Design thinking also deals with **complexity**.

Design must become more **systemic** - as we are confronted with wicked problems.

Highly **complex domains need new methods**:

Design 1.0	Craft design, Advertising
Design 2.0	Industrial, Products, Web
Design 3.0	Organizational systems
Design 4.0	Social systems Mixed stakeholders



# *don't we have good visual models in systems?*

Warfield      Influence maps / directed graphs

Gharajedaghi      Context diagrams

Checkland      Soft Systems / Rich Pictures

Boardman      Systemigrams

System Dynamics      Causal loop diagrams

Robt Horn      Infographics

Recently?

# *what are the purposes of systems theory?*

To understand **actual systemic phenomena** in complex systems?

To better communicate knowledge of **systemic patterns** affecting social & ecological outcomes?

To better organize sociotechnical systems?

**Why not innovation, or to design significantly better systems for complex ?**

# *why has Systems Thinking ignored Design?*

Systems & Cybernetics grew from scientific disciplines.  
Creative fields were not taken seriously.

Systems theorists *redefined design* in *Design Science* terms.

Simon	Design Science (Sciences of Artificial)
Fuller	Comprehensive Design Science
Warfield	Generic Design Science (ISM)
Christakis	Dialogic Design Science (SDD)

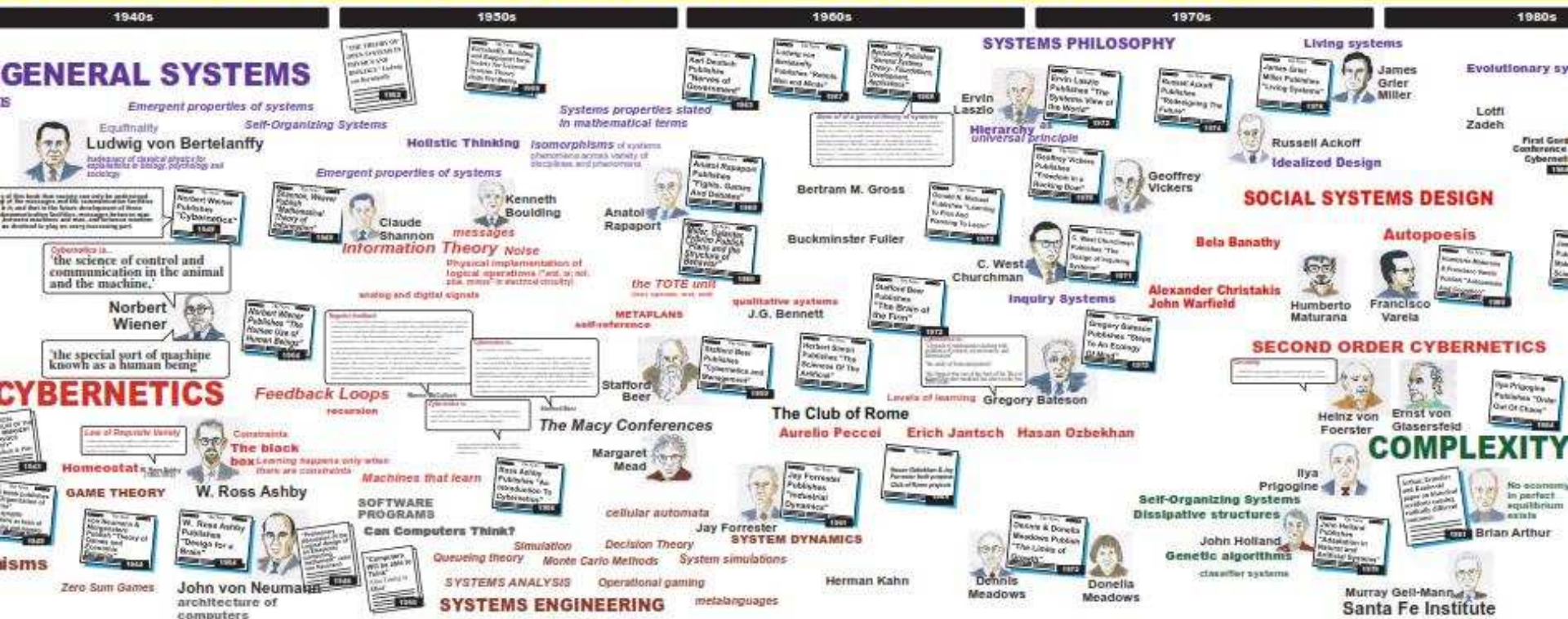
By *reframing* design, cybernetics assumed it captured relevant processes.

*Times change. Design has caught up to systems thinking.*



# WHICH FIT *WHERE* IN SYSTEMS LINEAGE?

## History of the Ideas of Cybernetics and Systems Science v. 2.0



## *why has **Systems Thinking** ignored **Design**?*

*“Though a handful design thinkers have made some substantial contributions to systems thinking in general, hardly anybody has developed a **systems practice from within design**, specially informed by design thinking and design practice. This is remarkable when we compare us with other fields where proprietary adaptations of systems perspectives are normal.”*

*Birger Sevaldson, Oslo School Of Architecture & Design  
Giga-Mapping: Visualisation For Complexity & Systems Thinking In Design  
Nordic Design Research Conference 2011*

*..the new approach to SOCIAL SYSTEMS DESIGN*

**Service systems *are* social systems, as are:**

*Social innovations*

*Sustainable business models*

*Network organizations*

*Communities of practice*

*New learning institutions*

*Transparent markets*

*New (sustainable) economies*

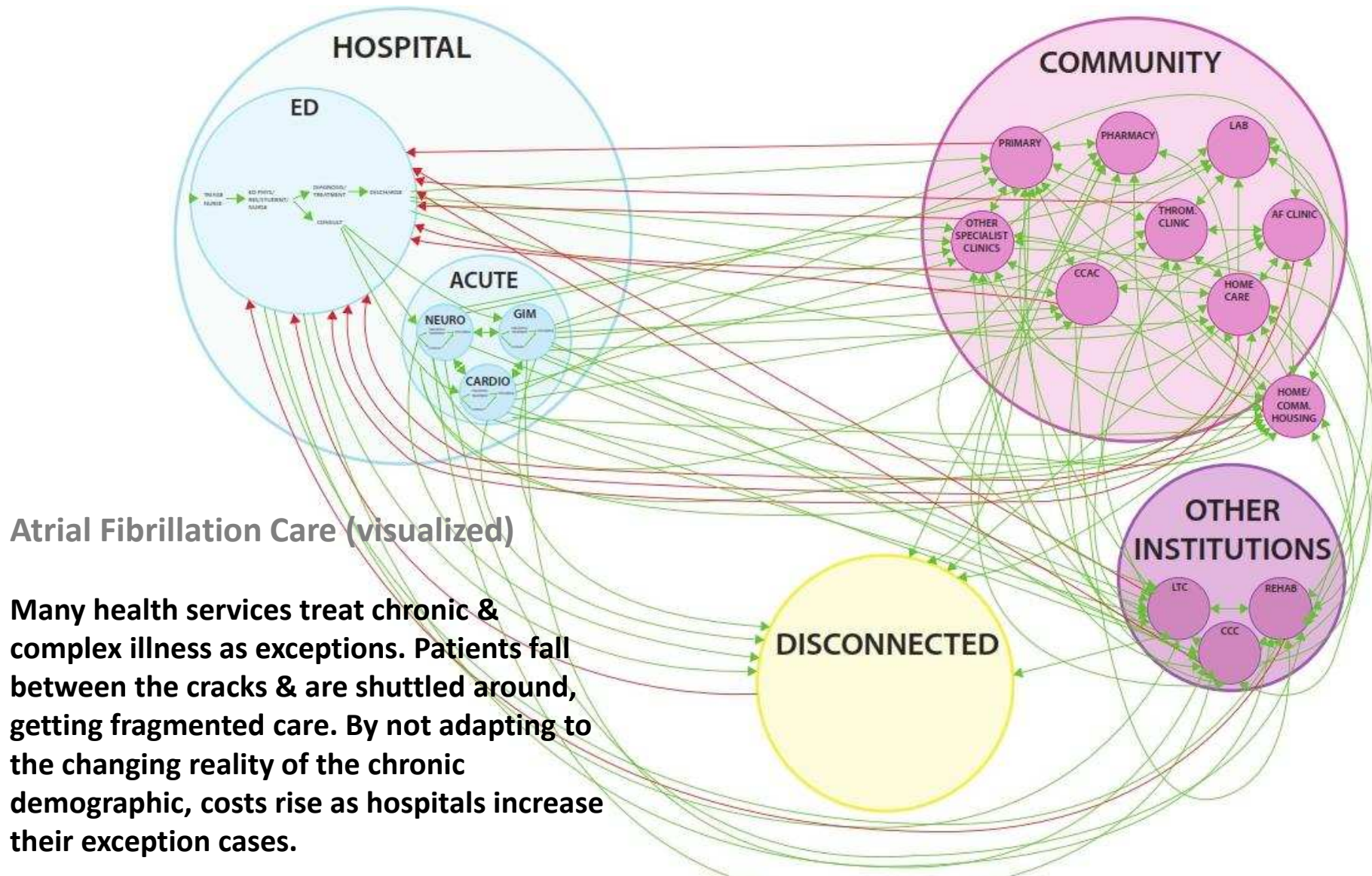
*Emerging political structures*

# EXAMPLES

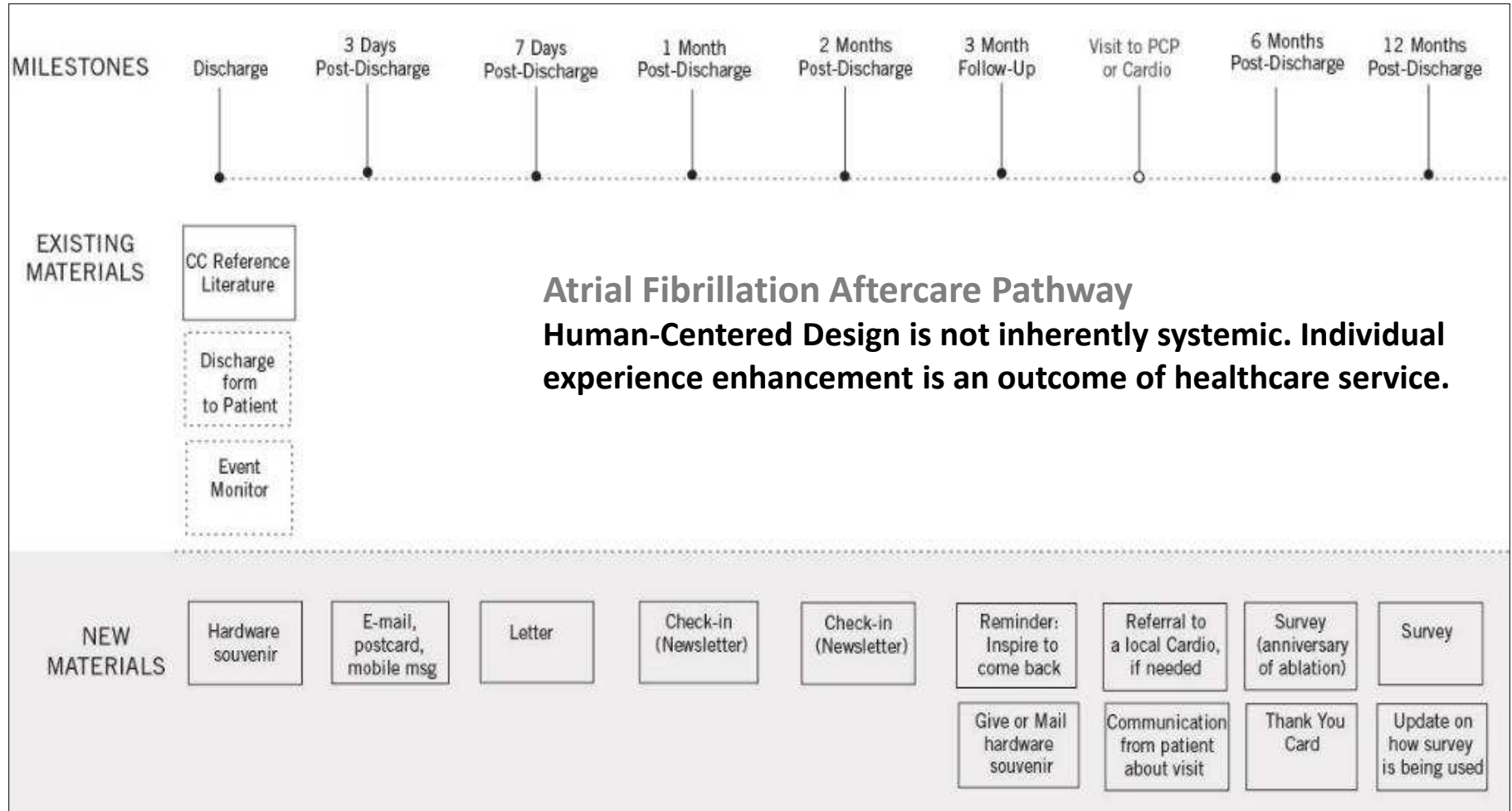
## Design Thinking in HEALTHCARE SERVICES



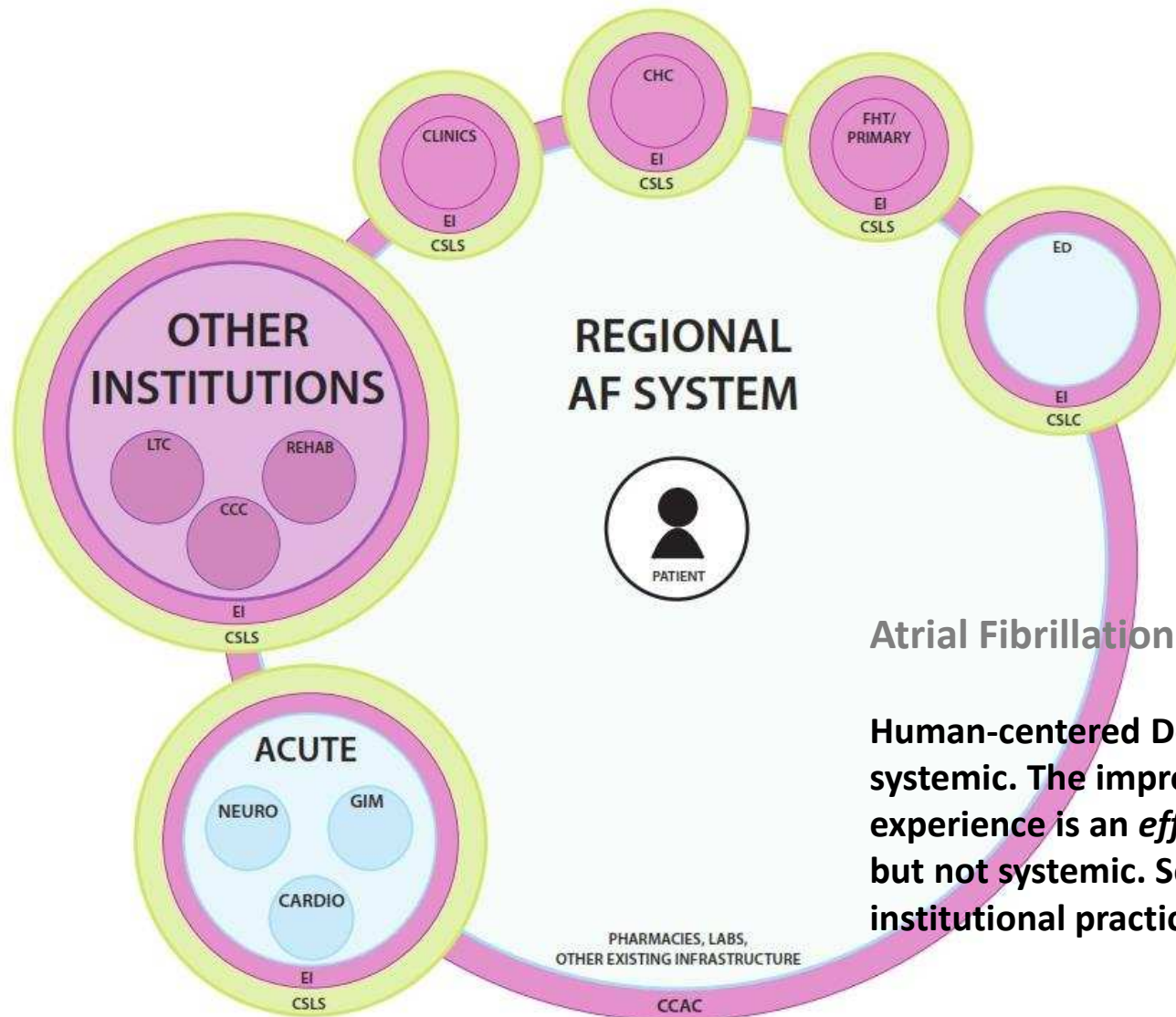
# ..as services become **MORE COMPLEX**



# ***HUMAN-CENTERED SERVICE DESIGN is insufficient***



# DESIGN ATTEMPTS at VISUALIZATION are insufficient



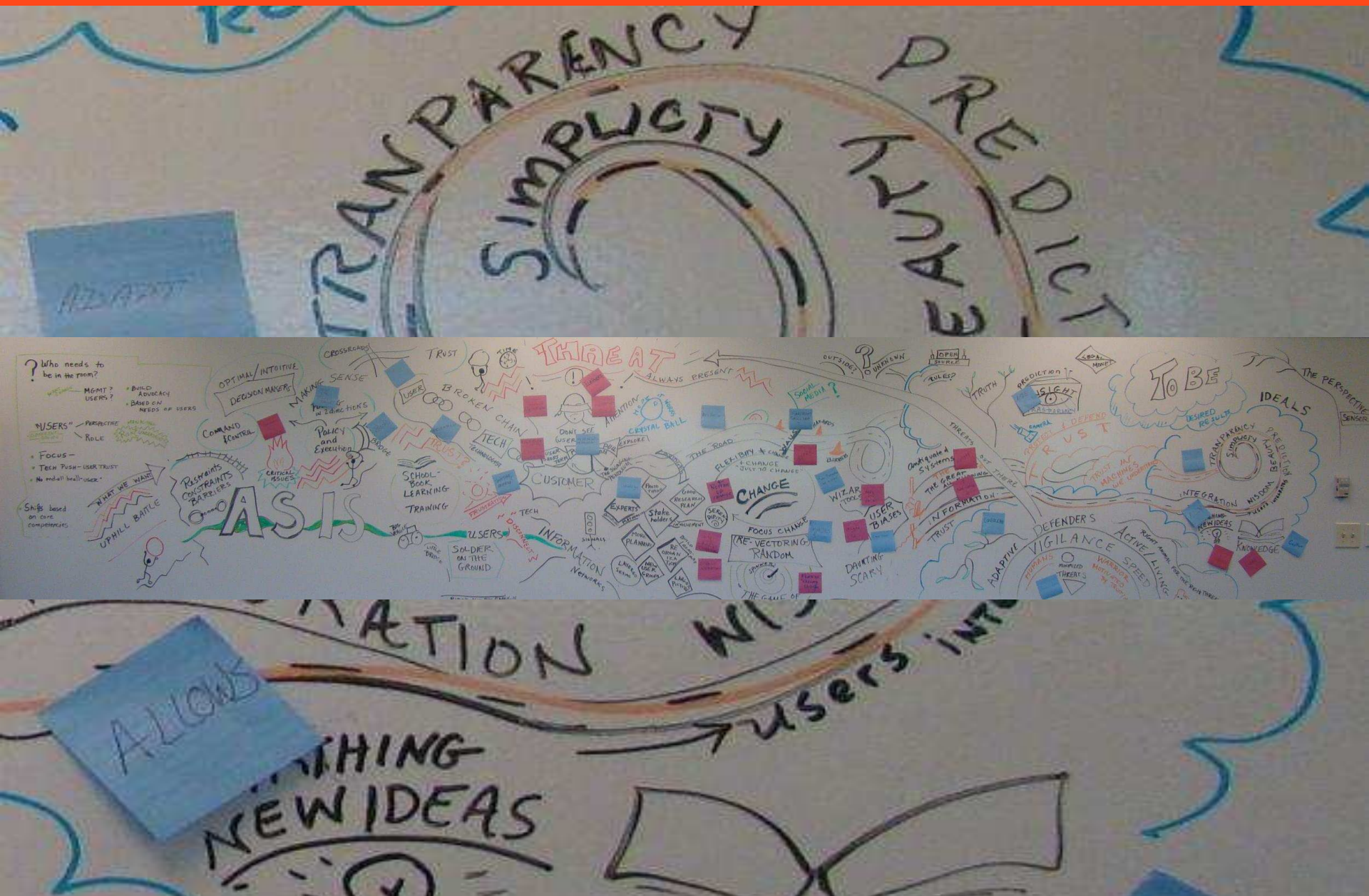
## Atrial Fibrillation System Redesign

Human-centered Design is not inherently systemic. The improvement of individual experience is an *effect* in healthcare. Nice but not systemic. Service systems reinvent institutional practices & business models.

**DESCRIPTIVE**  
**SYSTEMS METHODS**  
**And**  
**DESIGNERLY**  
**PRACTICES**



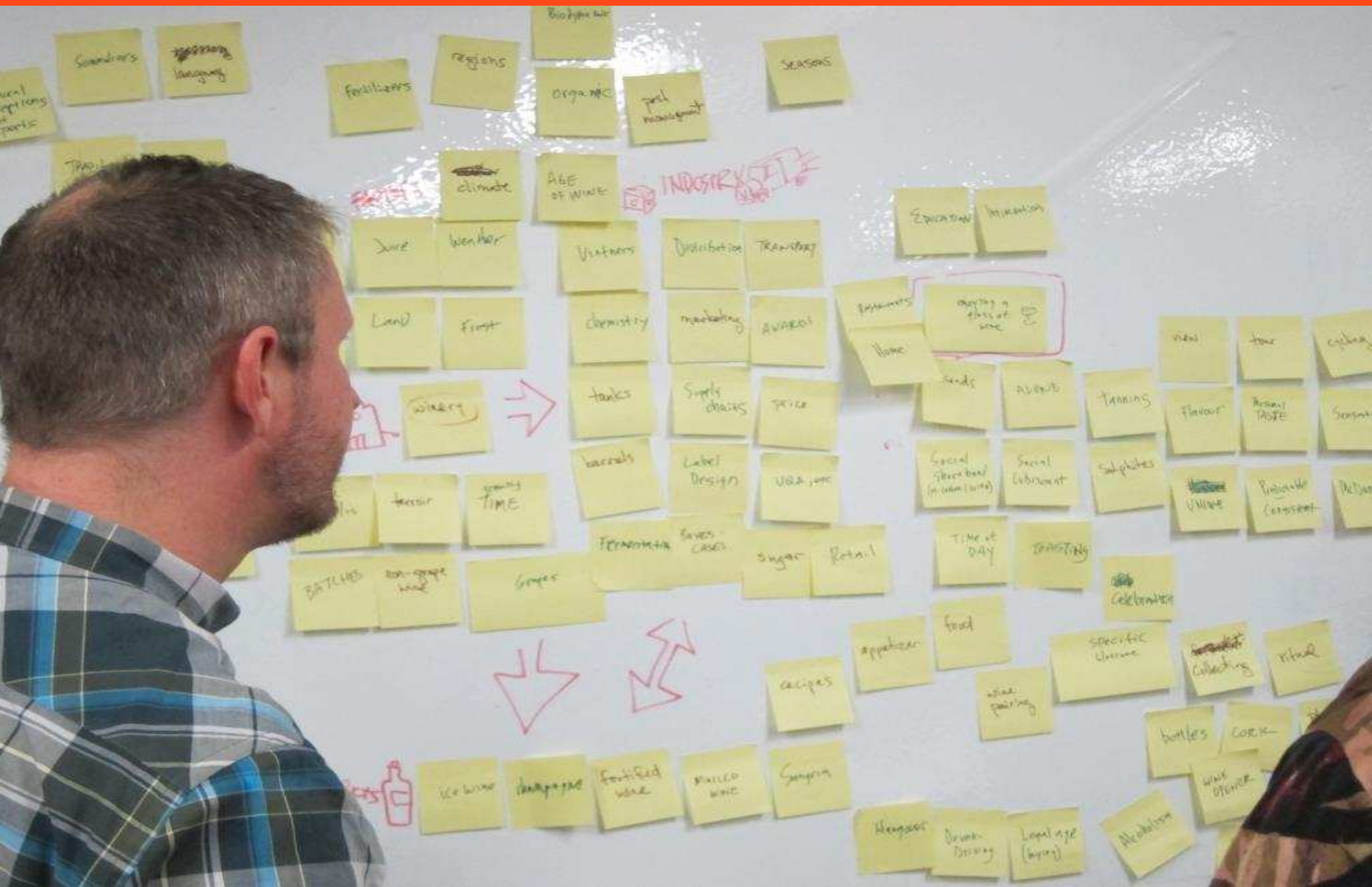
# the use of Interactive Sketching

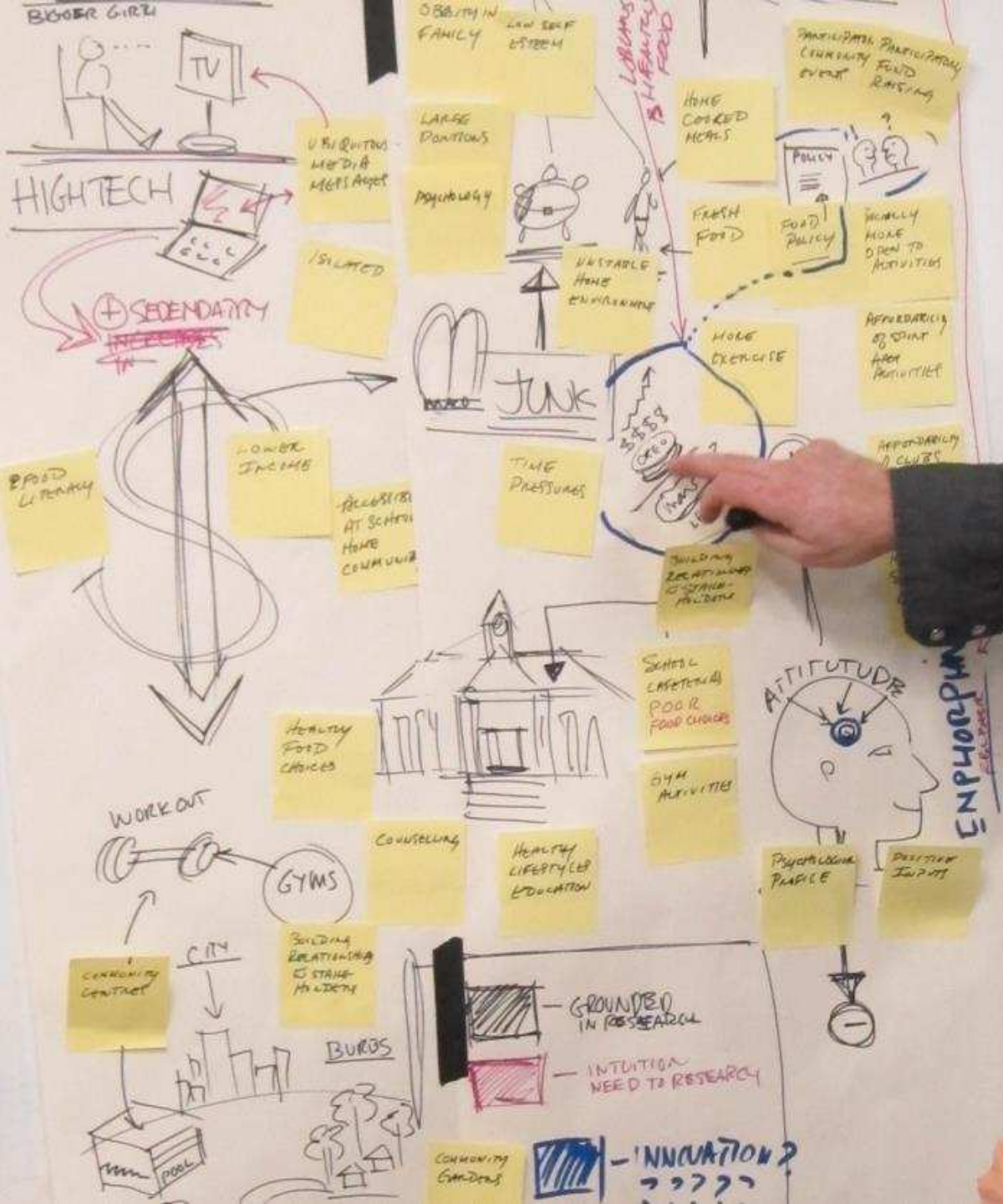






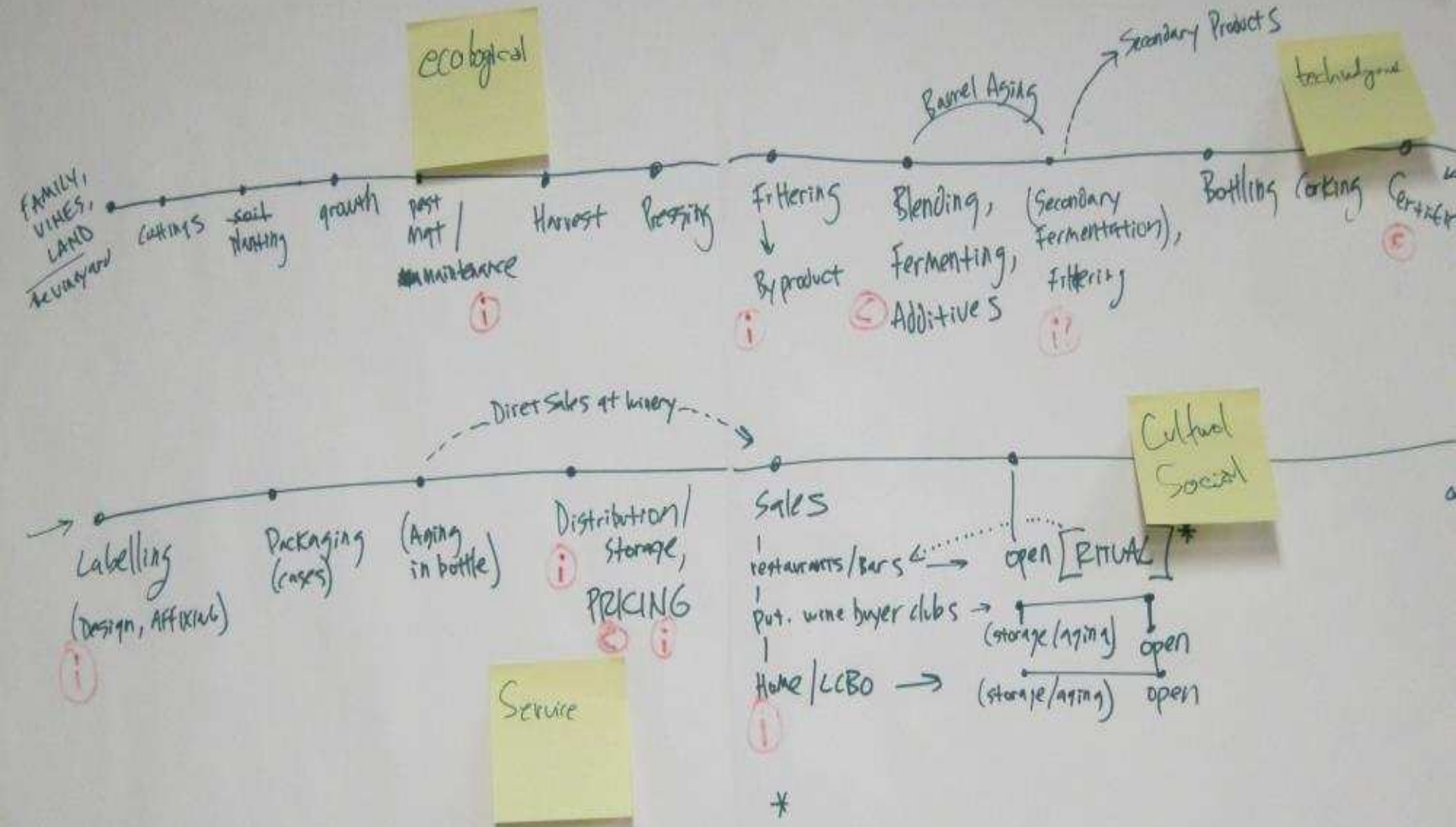
# highlighting connections for visualization



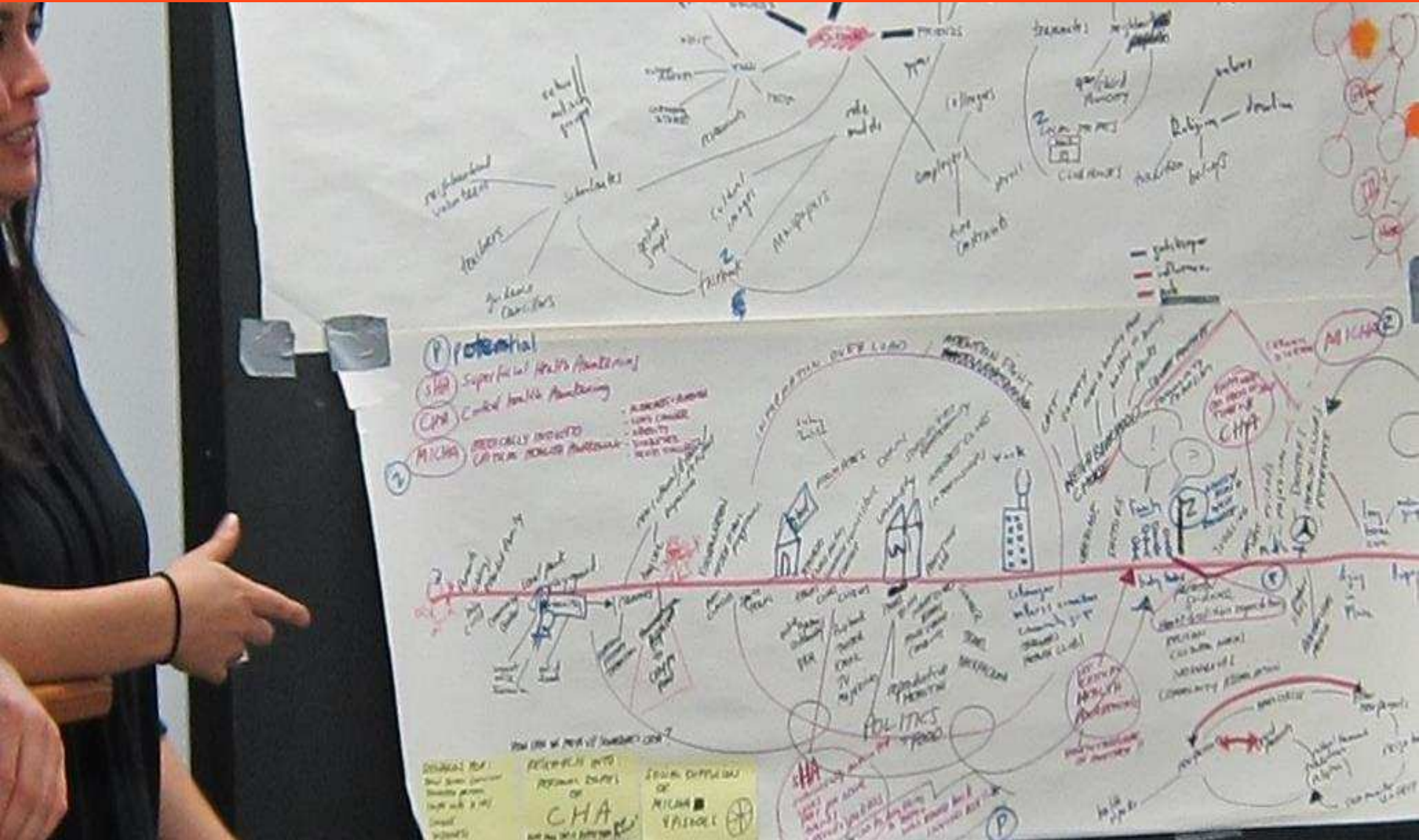




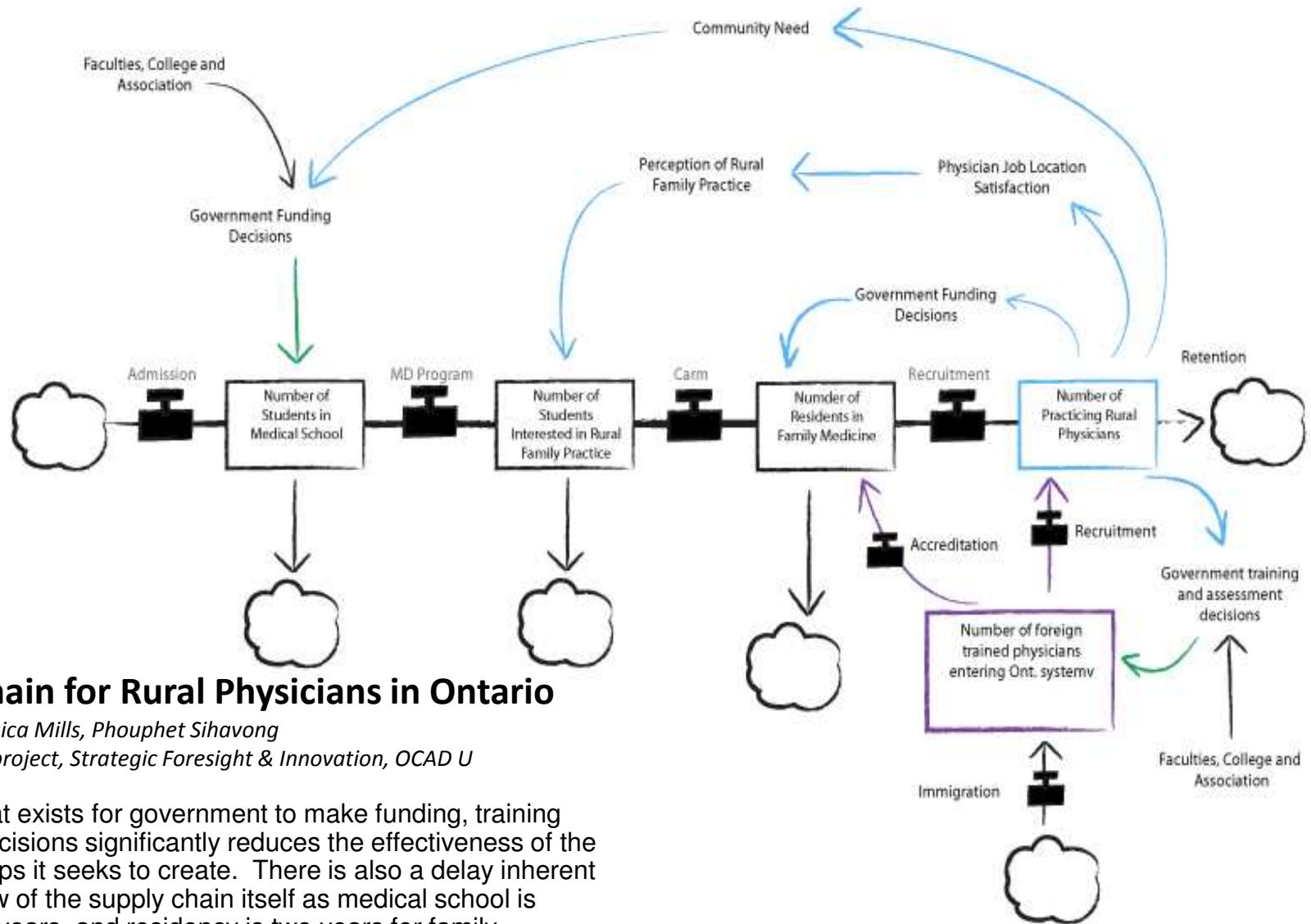
## Visualization of *PATTERNS* and *timelines*



# making sense through visualization & critiques



# Visual Language of Flow & Feedback



## Supply Chain for Rural Physicians in Ontario

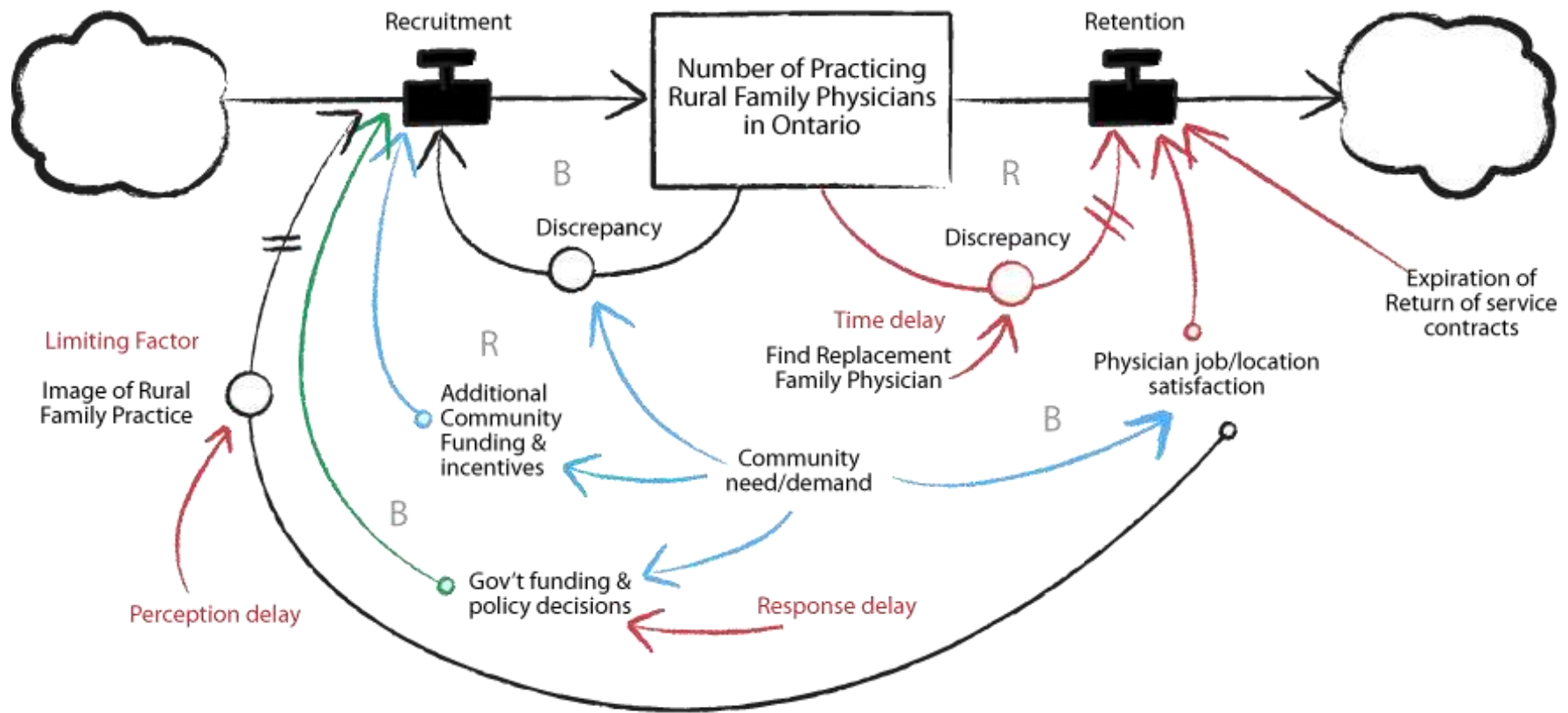
Josina Vink, Jessica Mills, Phouphet Sihavong

Social Systems project, Strategic Foresight & Innovation, OCAD U

The delay that exists for government to make funding, training and policy decisions significantly reduces the effectiveness of the balancing loops it seeks to create. There is also a delay inherent within the flow of the supply chain itself as medical school is typically four years, and residency is two years for family medicine.



## exploring *Causal Loops* as a Visual Language



## Diagram of Practicing Physicians in Ontario

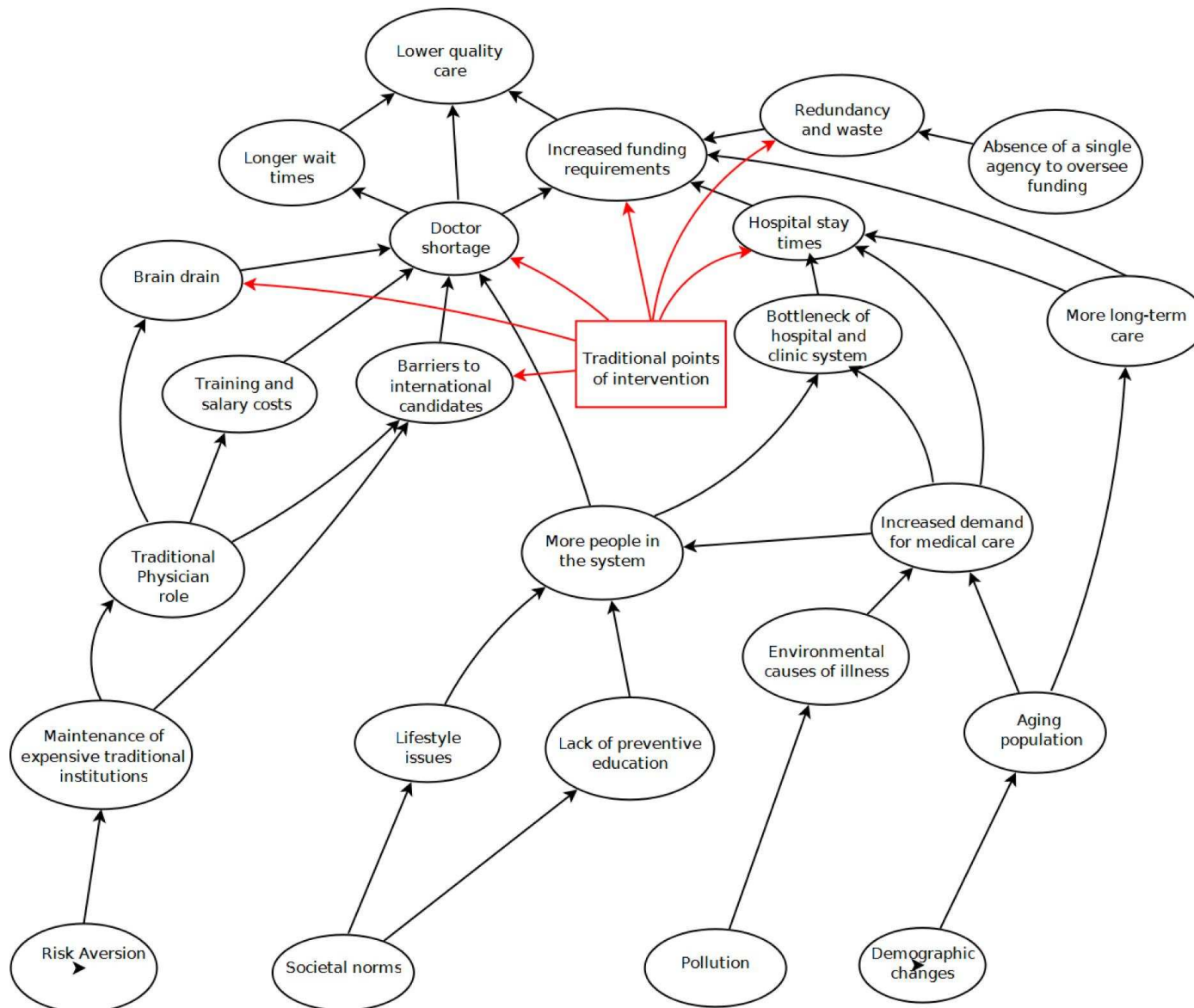
*Josina Vink, Jessica Mills, Phouphet Sihavong*

*Social Systems project, Strategic Foresight & Innovation, OCAD U*

The average age of family physicians in Ontario is 52 years old. 9.8% of family physicians in Ontario practice in rural communities, where as 13% of Ontarians live in rural communities. One third of physicians in Canada practice family medicine, but to meet the need, it should be closer to one half of all physicians.



# Uncovering root causes and Influence Mapping

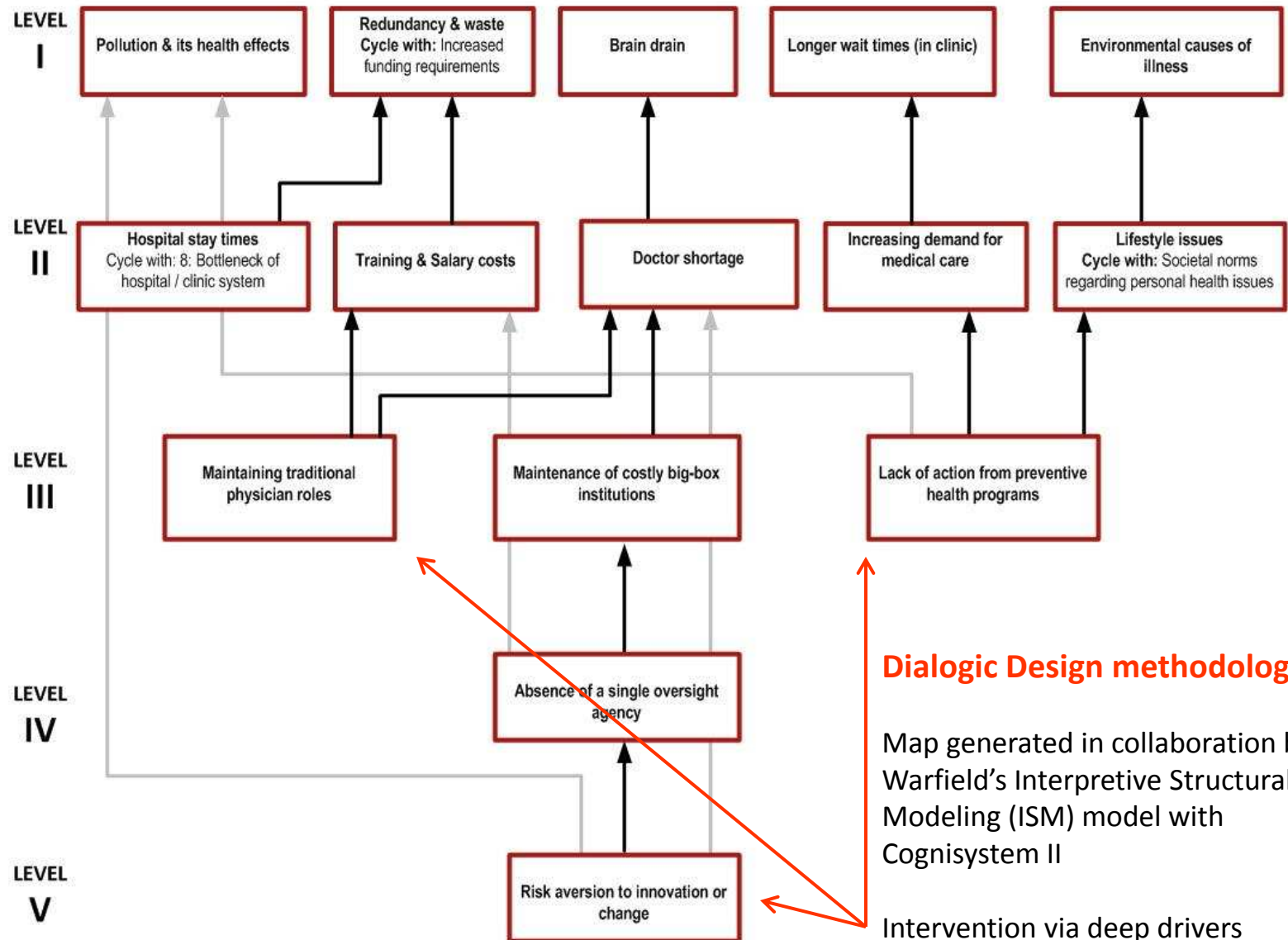


## Healthy Healthcare

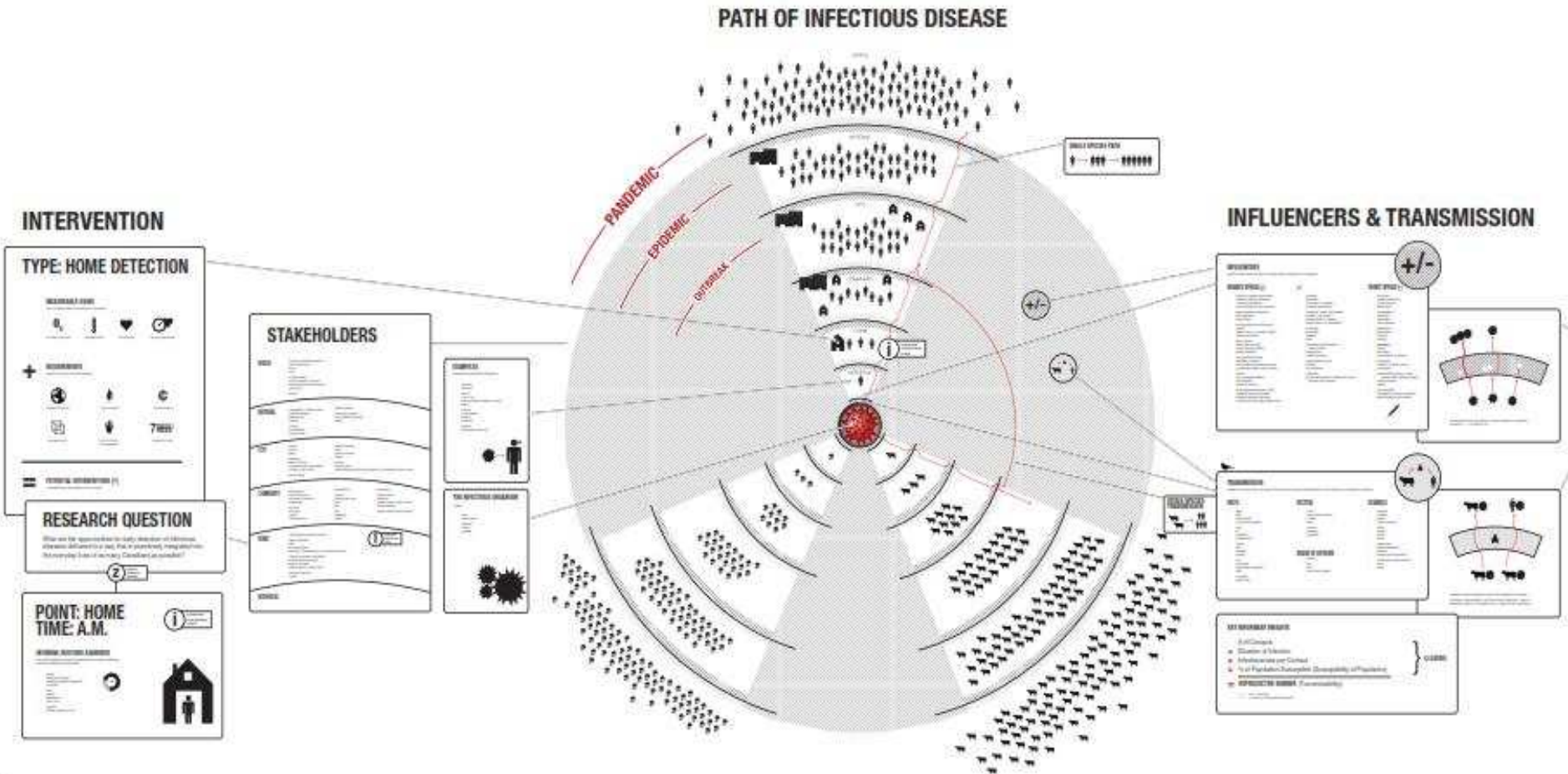
*Oksana Kachur, Jonathan Resnick, Karl Schroeder, Social Systems project, Strategic Foresight & Innovation, OCAD U*

*What are the most significant issues affecting the quality of healthcare in Ontario? The outcome of this Interpretive Structural Modelling session was the influence map shown.*

# *Influence Mapping and points of intervention*



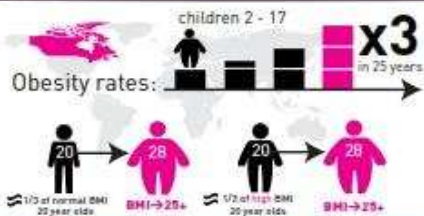
# the *GIGAMAP* as a visual synthesis



## Mitigating the Spread of Infectious Disease in Toronto

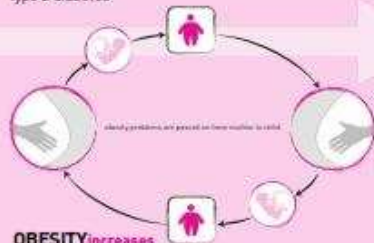
Slavica Ceperkovic, Kirk Clyne, Peg Lahn, Heidi McCulloch





### Prenatal

- children born to obese mothers are more likely to have weight problem compared to lean mothers
- children born to obese women with gestational diabetes may be programmed in the womb to be overweight and prone to type 2 diabetes



**OBESITY increases the risk for autism by 60%**

- children born to obese women with gestational diabetes are more likely to give birth to a child with autism or other developmental problems.

**IF TREND CONTINUES, in 20 YEARS...**

**70%**  
35 - 44 y.o.



**BMI:**  
25 → 30 = overweight  
30+ = obese

**Body Mass Index =**  
$$\frac{\text{mass(kg)}}{(\text{height(m)})^2}$$

when exposed to diabetes in the womb:

**breastfed < 6 months**

- more fat around midsection
- greater BMI

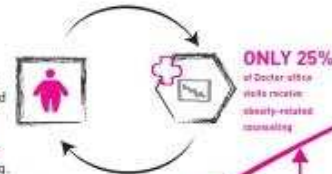
when exposed to diabetes in the womb:

**breastfed > 6 months**

- LESS fat around midsection
- lower BMI

At age 2, 8 and 11, far more children of obese mothers were overweight than children of non-obese moms.

The US National Ambulatory Medical Care Survey (NAMCS) estimated that obesity-related counseling occurred in only around 25% of visits and the rates are declining.



**ONLY 25%** of doctor office visits receive obesity-related counseling

**135 lb**  
at 11, BMI=30

**155 lb**

**95 % :**  
BMI 30+

**50 % :**  
BMI 18.9-24.9

### Adolescence

- represents a period of increased risk for the development of obesity
- the period in which the location of body fat changes and may establish the subsequent risks associated with obesity

**At age 11:**

→ 46% of children of obese moms had a BMI > 25 compared with → 12% of children of non-obese moms.

### Adiposity rebound:

- body fatness normally declines to a minimum (at 5 - 6 years)

Early AR is associated with an increased risk of adult obesity independent of parent obesity and the BMI at AR

**-75 -32 0 1 2 3 4 5 6 7 8 9 10 11 12 ...**

### Breastfeeding

- reduces infections in babies, boosts their immune system and prevents obesity



### POSITIVE INTERVENTION PERIOD

Evidence indicates that early identification and referral for treatment during early childhood yields much greater success in treatment.

Two large-scale long-term observational studies of treatment programs that served children from 2 to 14 years of age recently demonstrated a large-magnitude increase in long-term treatment efficacy among obese children who were identified and referred for treatment between 2 and 4 years of age compared with those with obesity identified and treated in later childhood.

### Solid foods

- introduction of solid foods earlier than 4 months is associated with 6x higher risk of obesity



**6x**  
HIGHER RISK OF OBESITY

**4**  
MONTHS  
NO SOLID FOOD



Obesity prevention and management recommendations for children involve changes in parental behavior.



moderate speed  
(12 - 14 mph) biking  
use approximately  
235 calories per 1/2 hour

e.g. 6 days x 235 cal. x 23 weeks = 39,255 cal.  
→ just over 10lbs of calories burned

"An adaptation of the 5 A's for obese patients includes assessment of patient health risk, assessment of current behavior and readiness to change, advising the patient to change specific behaviors, agreeing about the behaviors and collaboratively setting goals, assisting patients in addressing barriers and securing support, and arranging for follow-up."

**5A's**  
Assess  
Advise  
Assist  
Address  
Arrange

**100 lb**

**50 % :** BMI 18.9-24.9

# AGE-RELATED OBESITY TRENDS AND FACTORS

1

Characterization

Understanding the  
purpose, functions, &  
behaviors of a  
(social) system



# Design Languages for Systems Methods

# *Implications for PEDAGOGY*

## Learning systems principles in a design context

**Course in OCADU Strategic Foresight & Innovation MDes:**

***Understanding Systems & Systemic Design***

Originally 2 courses: 6 modules, 2 projects

- Systems concepts
- Natural systems
- Social systems & service systems
- Social systems & design methods
- Structured dialogic design

Rheinfrank, J. and Evenson, S.

From Winograd, Terry. 1996. *Bringing design to software*. New York: Addison-Wesley.

# Implications for *PEDAGOGY*

## Learning systems principles in a design context

Course in OCADU Strategic Foresight & Innovation MDes:

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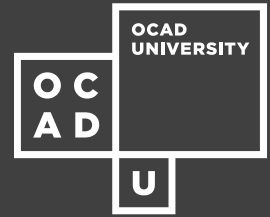
- |  |   |                         |
|--|---|-------------------------|
| • Systems concepts                       | <i>Gharajedaghi &amp; Meadows texts</i> | + <b>Depth readings</b> |
| • Natural systems                        | <i>Iterative system mapping</i>         | Ostrom, Hollings        |
| • Social systems & service systems       | <i>Small team map &amp; analysis</i>    | Rittel, Buchanan        |
| • Social systems & design methods        | <i>Gigamapping</i>                      | Beer, Spohrer, Warfield |
| • Structured dialogic design             | <i>Global problematique</i>             | Christakis, Ozbekhan    |
| • Social / service system design project |   |                         |

Build on a base of design thinking.

Visual language integrated throughout, required with every project.

Builds base for systemic design for foresight-led innovation.





# Thanks.

Peter Jones, PhD    @redesign  
OCAD University

Jeremy Bowes  
Professor, OCAD University

Strategic Innovation Lab    sLab.ocadu.ca